Kentucky Teacher

May 26 is hearing date for 14 education regulations

By Faun S. Fishback
Kentucky Department of Education

The Kentucky Board of Education voted at its meeting March 30 and 31 in Owensboro to give final approval to a packet of 11 special education regulations (707 KAR 1:280 – 380) and to repeal the old special education regulations (707 KAR 1:011).

The board also approved two assessment and accountability regulations and a regulation that would update Kentucky's Master Plan for Education Technology (see below). A public hearing on all 14 proposed regulations is scheduled for 10 a.m. Friday, May 26, in the State Board Room in Frankfort.

The vote on the proposed special education regulations was almost anticlimactic after the nine months spent by the board's Learning Support/Learning Results Committee and Kentucky Department of Education staff on the regulations. In a totally inclusive revision process, department staff met with and received comments from a variety of individuals and focus groups. On Jan. 21, more than 50 people spoke or submitted comments at a public hearing on the proposed regulations. In Owensboro last month, the committee continued to hear comments from interested individuals and groups before making final changes to the regulations and referring them on to the full board.

The new regulations would bring Kentucky's special education laws into compliance with federal regulations put in place after passage of the Individuals with Disabilities Education Act of 1997. In developing the new regulations, the board was particularly sensitive to reducing paperwork for teachers. The regulations governing education for children with disabilities establish these elements:

• definitions regarding special education;

• requirements for providing a free, appropriate public education to all children 3 to 21 years of age with disabilities;

• requirements for conducting child find activities and procedures for evaluation and reevaluation of children with disabilities;

• requirements for determining eligibility;

• requirements for the development, implementation and revision of individual education programs;

• requirements for a comprehensive district system of personnel development;

• requirements for procedural safeguards and state complaint procedures;

• requirements for making placement decisions;

• requirements for district confidentiality of information;

• standards for districts to make appropriate educational services available to private school students with disabilities;

• procedures for corrective actions that can be taken by the Department of Education.

People will have another chance to comment on the regulations during the May 26 public hearing.

Audits and accountability

The board also approved two assessment and accountability regulations in March. The proposed scholastic audit regulation establishes standards for assistance to schools whose test scores fall below the assistance line. It also gives guidelines for conducting scholastic audits to help schools identify ways to improve teaching and learning. The proposed district accountability regulation establishes procedures for determining assistance and other consequences for local school districts that have schools in need of assistance.

Education technology

The proposed education technology regulation would amend a current regulation and update Kentucky's Master Plan for Education Technology, which has been in place for eight years, to address school district technology activities for the years 2001-2006.

The board invites comments on these regulations during the public hearing on May 26.

The text of the 14 proposed regulations are posted on the department's Web site at *www.kde.state.ky.us/legal /hearings.asp.* Information about submitting comments or speaking at the hearings are also available on this site.

School, district report cards

The board also approved a notice of intent to promulgate a regulation that provides requirements to guide and develop the School and District Report Cards. A pilot report card developed and released by all districts

SOAKING UP KNOWLEDGE — Sharks and fish seem to accompany students Travis Parks and Casey Coffey through the halls of Menifee County Elementary. Parent volunteers helped decorate the school's walls with images and messages that reinforce classroom instruction.

Photo by Rick McComb

Thanks, teachers, for giving parents confidence in Kentucky's public schools

By Kevin Noland
Interim Commissioner of Education

Nobody knows better than teachers that educators are, by nature, measurers and evaluators. We measure everything possible to determine the progress of students, the effectiveness of teaching, the success of schools and districts.

As we approached April 11, the 10th anniversary of the signing of the Kentucky Education Reform Act, the Department of Education decided to measure what Kentuckians, especially parents, thought about their public schools. We contracted with Phi Delta Kappa International Center for Professional Development and Services to do a Kentucky-focused version of its nationally respected annual survey of attitudes about public schools.

In January, Phi Delta Kappa surveyed 800 Kentucky adults. The findings told us that most Kentucky parents of public school students understand and appreciate what is going on in their schools. For example, 85 percent of the Kentucky parents surveyed said they felt fairly well or well informed about public schools. In last year's Phi Delta Kappa/Gallup nation-wide survey, only 80 percent of parents felt fairly well or well informed about their schools.

Kentucky parents have a high level of confidence in public schools — higher, in fact, than parents nationwide. Sixty percent of parents in the Kentucky survey gave Kentucky public schools A or B scores on the quality of the work they do; the national figure was only 56 percent.

Are all Kentucky parents totally satisfied with their children's schools? No. The survey asked, "If there was one thing you could change to improve the public schools in your community, what would it be?" Thirteen percent of the responding parents said they wanted better, more-qualified teachers. Twelve percent wanted schools to take more control and have stricter rules. Eleven percent wanted smaller classes.

Teachers, you want those things, too. You prove it when you carefully select your professional development opportunities and demand more that meet your needs; when you rise in professional rank and competency through challenging processes you design yourself; when you work with your school councils to keep schools safe; when you continue to give every student individual attention even as you push for smaller classes.

The data from the survey tell me that parents appreciate and value teachers more than ever before. They recognize how important you are in the lives and the future of their children. They support you, your profession and the opportunities you need to improve and advance. They join you in wanting the best for children.

Some of you embraced the new system from the start in 1990; some of you took a wait-and-see approach at first; and some of you still have reservations about it. All of you are important to public education's success. You put change into action, and you have led the way when the change itself needed to be changed. I encourage you to read the survey report and analyze for yourself the public's attitudes about public schools. I think you will be pleased with what you see, and I think you can take full credit that parents are your partners in education.

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Editor's Note: The report on the Phi Delta Kappa/Kentucky education survey is available as a Microsoft Word document at *www.kde.state.ky.us /comm/commrel/pdk/pdk.doc* and as an HTML document at *www.kde.state .ky.us/comm/commrel/pdk/pdk.htm*.

National Teacher Appreciation Week
May 7-13, 2000
All of us at the Department of Education salute all Kentucky teachers.

"Education is not the filling of a pail, but the lighting of a fire."

William Butler Yeats

May 26 is hearing date for regulations

earlier this year was well received by parents and educators. The proposed regulation addresses concerns raised by the pilot project. (See related story on Page 3.)

In other business . . .

• The state board created an internal auditor position to serve as an independent arm of management for the Kentucky Department of Education. The internal auditor will conduct internal audits of the department to ensure compliance with laws and regulations.

"This is a proactive measure that will provide ongoing internal oversight and help the department operate its fiscal and administrative activities in a more efficient manner," said Interim Commissioner Kevin Noland.

• The board heard an update on the Minority Achievement Task Force, which is expected to develop a pilot program in four districts to reduce the gap between the academic performance of white students and that of African-American students.

• The board heard an update on the Kentucky Virtual High School. The board will look at specific policy issues when it meets June 6-7 in Frankfort.

• The board received information about the Department of Education's plans to implement a standardized student and district data management system.

Commissioner Search

The Commissioner's Search Committee met immediately after the state board meeting. The committee placed ads in state and national publications. Korn/Ferry International, the firm hired by the state board to help identify candidates for the position of commissioner of education, has been making contacts with potential candidates for the job.

The search committee's next scheduled meeting is after adjournment of the state board meeting on June 7.

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School report card pilot receives overall positive feedback

By Faun S. Fishback
Kentucky Department of Education

Kentucky's first-ever School Report Card for public schools and districts fared well in the eyes of parents and educators. Overall, feedback about the prototype was overwhelmingly positive, reports Robyn Oatley, director of the Kentucky Department of Education's Division of Community Relations.

The department developed the School Report Card prototype in 1999 in conjunction with the School Curriculum, Assessment and Accountability Council and the National Technical Advisory Panel on Assessment and Accountability. Focus groups of parents and educators also were involved in its development.

The report was piloted this school year to communicate to parents specific information, required by Kentucky law, about schools and local districts. Much of this information had never been compiled in one place and given to parents. The report cards went by mail to parents in January. An Expanded School Report Card, containing more school and district information, is on file at every school and district office.

The Department of Education, which provided the electronic templates and printed prototypes schools and districts used to produce their reports, asked for feedback on how parents and educators liked the format and how they felt about the information provided in the report card. More than 6,800 people shared their feelings on the School Report Card process. More than 6,000 of the respondents were parents, and 734 were school- or district-level educators. Nearly 290 respondents identified themselves as teachers, 64 as school-level administrators and 35 as district-level administrators.

Overall, school personnel thought the process was easy and, for a first-

year project, went smoothly. Most school-level personnel thought the School Report Card offered an effective opportunity for communication with parents and provided an efficient public relations tool to recognize the good qualities of a school and explain the focus for improvement.

"The report looked very professional and reflects just how seriously we take the business of education in

> *"The report looked very professional and reflects just how seriously we take the business of education in Kentucky."*
>
> A public school educator, commenting anonymously on the School Report Card.

Kentucky," one educator said.

When preparation of the information was a total school project, respondents felt positive about the report card. "All teachers were asked for input," said one respondent. "Parents had an opportunity for input. The committee accurately represented the school in the information published."

Others were not as pleased about being involved. "Upper and middle management have forgotten how much time is required for lesson preparation and classroom instruction," one respondent pointed out. "The process of producing the school report card robs students of instructional time."

Teachers and administrators expressed concern about items that the Department of Education addressed in its draft of a proposed regulation: verification of data, clarification of teacher qualifications and student resources data and more definition for parent involvement data. They were also concerned about space limitations for information on the preprinted form and the cost of producing and mailing the report card. Educators also suggested that the department do more in the future to inform communities about the School Report Cards.

Generally, parents thought the School Report Card was impressive looking, colorful, easy to read and understand, well organized and parent friendly without being too wordy. Parents appreciated getting the information, particularly when it was mailed to their homes. They were especially interested in the information about student achievement, comparisons of their child's school to state, district and national student averages, teacher qualifications and safety data.

The majority of parents and many teachers responded to the survey as though they were analyzing their own school's student report cards. Because of the confusion, some respondents requested that the Board of Education change or alter the name of the document — perhaps calling it Kentucky's School Report Card or Report Card for Kentucky.

The results of the feedback were presented to the state board at its March meeting for consideration as the board prepared its intent to promulgate the School Report Card administrative regulation. (See story on Page 1.)
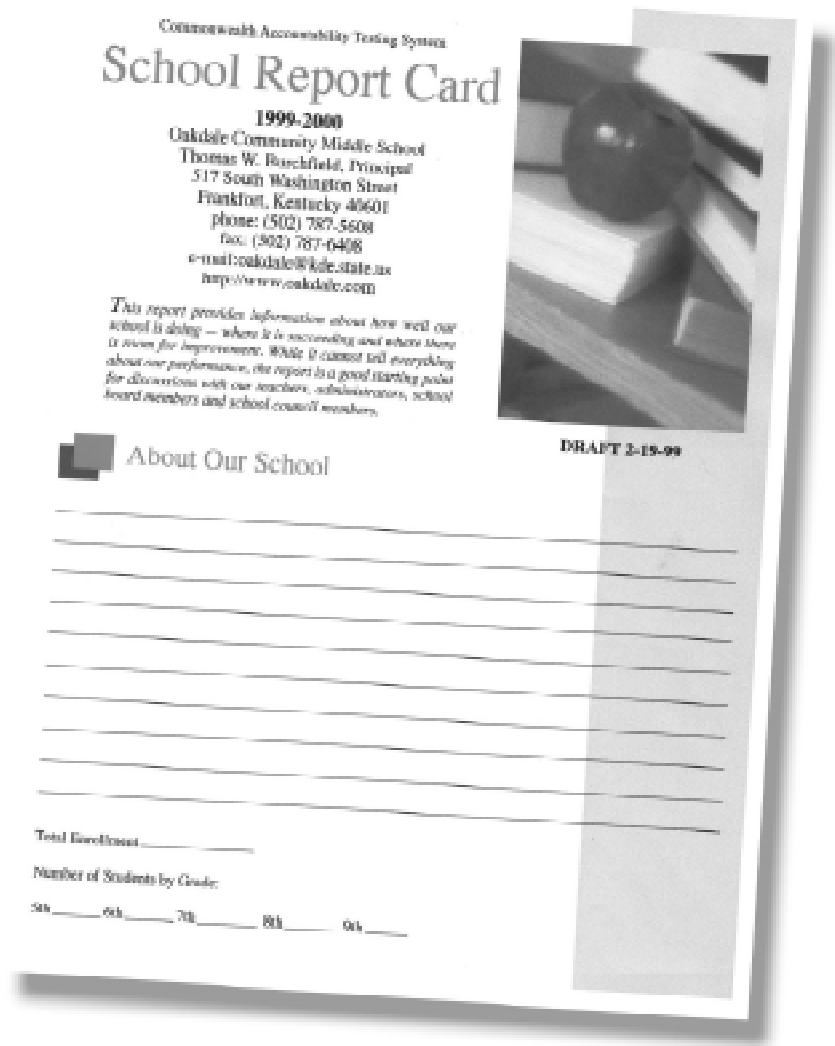
Students lead their schools and communities into the future

By Sharon Crouch Farmer
Kentucky Department of Education

Groups of students in more than 500 Kentucky schools are leading entire communities into technology-supported futures.

These students, members of their schools' Student Technology Leadership Program (STLP), switch roles with teachers, administrators, parents and adults, becoming teachers, leaders, technicians, advisors and mentors.

STLP, established in 1994, is open to all students in all grade levels — from primary up — resulting in multiage collaboration and innovative learning partnerships both on campus and throughout the community.

"The students plan, develop and carry out all projects on their own under the eye of a school STLP coordinator," said Elaine Harrison, who coordinates the program at the state level.

As technology leadership programs have grown throughout the state, so has the number of positive results. "Students gain technology, communication and learning skills; schools acquire their own in-house technology support team; and whole communities benefit," Harrison said.

On these three pages, "visit" two high schools and one middle school and get an idea of the value and reach of STLP.

Nicholas County High reaches out to the community

In a portable classroom outside Nicholas County High School, students are using technology skills in tandem with mathematics, history, art and other subjects. Participants in the school's Student Technology Leadership Program use computing skills to enhance work in every subject area. They coach teachers who will soon be introducing technology into their classrooms. They coach the community's adults in computer basics.

Phyllis Guthrie, the school's technology coordinator, started STLP with just a few students — a "tech team" — and one major task: developing the school district's Web site. The school does not meet the socio-economic requirements to qualify for many grants, so moving forward in this task has been challenging. Guthrie beats the bushes for funding and has tapped Goals 2000, Title I and Title VI, to name a few. Principal Doug Bechanan adds that the consolidated planning process helped the school access more funding than ever before.

Now, with 27 computer workstations, a digital camera, printers, scanner, the latest software — plus what Guthrie calls "invaluable" resources, ideas and tools from regional and district technology coordinators — the STLP students are soaring. They are having an impact in their school and throughout the community.

For example, teachers in every subject area work with their students to use technology in completing assignments. The collaboration benefits everyone, Guthrie said. "The give and take of ideas, sharing of diverse knowledge and skills, and equity for the students pay off," she said. "Everyone learns something, bridges of communication are built and crossed, goals are met."

Last fall, to help teachers get even more familiar and comfortable with technology, student leaders guided 12 high school teachers from various subject areas in a collaborative WebQuest. (A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web.) Next fall, the students will offer the program to teachers at other schools in the district. "We want to give our students experience, and we want our teachers to explore technology in instruction," said Guthrie.

Last summer, the economic rug was pulled out from under Nicholas County when a major employer announced a plant closing. The school system and student technology lead-

Photo by Rick McComb

Jarett Stull and Jennifer Brewer collaborate at Nicholas County High. With training and support from the school's student technology leaders, teachers and students in every subject area use technology to prepare and complete assignments.

ers rallied behind the community to offer computer classes free of charge to adults who lost their jobs.

"Anyone in the community could come to the school and take advantage of the training," Guthrie said. The students responded well to the challenge of teaching. "Everyone had a different level of learning, and the students adapted to giving instruction to the adults. They stayed right by their side and walked them through the steps."

More information is available from Phyllis Guthrie at Nicholas County High School, (859) 289-3780 or *pguthrie@nicholas.k12.ky.us* (or through the KETS global list).

Mason County students shape their own program

By Sharon Crouch Farmer
Kentucky Department of Education

Mason County Middle is one of the only schools in the state to build its Student Technology Leadership Program directly into the curriculum. Students rotate into technology leadership classes for four weeks at a time, one class period each day, and can opt for two or three rotations each year.

That's only one of the unique aspects of STLP at Mason County Middle. To keep students interested and motivated, the school encourages them to develop and manage their own projects, said Judy Kurtz, the school technology coordinator.

The STLP program is open to all students. Those who participate must sign a contract agreeing to be self-motivated and self-disciplined. "They also have to write about what they want to learn and why they want to be in STLP," Kurtz said.

Each student has a skills continuum folder that includes a list of what must be accomplished and a record of all completed work, including a technical writing piece for each project. "The students themselves decide what skills they want to develop and when and how much time they need to put into [the projects]," says Kurtz. "We just … guide." As a result, students take on projects with purpose, confidence and a sense of ownership.

These students also help other students and guide teachers in using technology. For example, teachers give their content ideas or lesson plans to STLP members, who create Web pages, complete with appropriate links, that the teachers can use in instruction. Students and teachers mentor each other in their respective areas of expertise.

The STLP group works with the Maysville Police Department in a program called "Adopt-a-School, Adopt-a-Cop." Students created a Web site for the department and continue to maintain it. They also hold technology workshops and training sessions for various civic and community groups.

Each fall, the school invites parents, friends and community leaders to a showcase of the STLP students' skills. Each spring, at a workshop open to the entire community, students offer classes in their individual areas of expertise, everything from basic computer care to creating a PowerPoint presentation. The 100 to 300 participants at each workshop receive student-written materials related to the topics.

"From the time a student enters STLP here in the 6th grade to the time of exiting in 8th grade, it's like watching a butterfly emerge from a cocoon," said Kurtz.

The experience gained in making presentations and working with adults has brought unexpected rewards for the students: confidence, patience and a knack for communicating. One student remarked, "I've learned the art of diplomacy as well."

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For more information, contact Judy Kurtz at Mason County Middle by phone at (606) 564-6748 or by e-mail through the KETS global listing or at *jkurtz@mason.k12.ky.us*.

Want to start STLP at your school?

Get start-up information on the Web. Go to the Kentucky Department of Education home page (*www.kde.state.ky.us*) and choose Student Technology Leadership Program on the drop-down menu.

For more help, contact Elaine Harrison at (502) 564-7168 or *eharriso@kde.state .ky.us* (or through the KETS global list).

Photo by Rick McComb

Christina Combs removes a hard drive from a computer at Mason County Middle School, one of the only schools in the state to build its Student Technology Leadership Program directly into the curriculum.

STLP takes seniors from classroom to workplace

By Sharon Crouch Farmer
Kentucky Department of Education

A partnership between Dawson Springs Community School and a local manufacturer is getting student technology leaders out of the classroom and into the workplace for real-time experience and training.

For each of the past five years, two seniors in the school's Student Technology Leadership Program have traveled to AC Buckhorn, a manufacturer of reusable shipping containers, to gain career skills and experience the workplace environment. Students earn both service learning and school-to-work credits. "The life and work skills they develop have lasting benefits," said Toni Dickens, the school's technology coordinator.

Earl Menser, AC Buckhorn's quality assurance manager, supervises the students at the plant for an hour each school day. "The students research software and online quality support programs, demo training programs for employees, troubleshoot hardware and maintain database information," Menser said.

The partnership resulted from a mailing by STLP students to businesses and organizations in the community. The letters explained the program and its software and network capabilities and invited work offers for the students. AC Buckhorn took them up on the offer, selecting two seniors each year for the program.

"We keep our eyes on the students from about the 10th grade," said Menser. "We don't require them to have a certain grade point average, but they must have demonstrated a level of skills that we feel would be a good match."

While on the job, the students must complete a standard Manufacturing Prep Course that consists of training required not only by AC Buckhorn but also by manufacturing facilities throughout the nation. "The students who put that course on their resumes will have an advantage when they apply for jobs here or at other facilities," said Menser. "If they choose to go to college, it will be easier for them to get summer work in manufacturing."

In addition to work experience, the students assist in community service projects for the company, such as building and maintaining Web pages for the community's new park and the police

Dawson Springs Community School seniors Casey Baucum (standing) and Abe Music (at keyboard) work with school-business partner Earl Menser to correct a software glitch at the AC Buckhorn plant. The two senior student technology leaders spend one hour each school day helping the company use technology effectively.

Photo by Rick McComb

department.

AC Buckhorn benefits as well. "We are able to test and adopt new technological concepts that might otherwise get passed up due to time constraints and available resources," Menser said. "It's a winning situation for everyone."

For more information on the part-nership between Dawson Springs Community School and AC Buckhorn, call Toni Dickens at (270) 797-2957 or send e-mail to her at *tdickens@dsprings.k12.ky.us* or through the KETS global list. For a business perspective, phone Earl Menser at (270) 797-2941 or send e-mail to *emenser@po.acbuckhorn.com*.

22 schools go 'STLP Gold'!

Twenty-two schools received the Student Technology Leadership Program's STLP Gold designation in March at the Kentucky Teaching and Learning Conference. Five others received the STLP Silver designation.

Gold is the highest of three STLP levels: Emerging, Silver, Gold. The Gold designation means a school has met these criteria:

• The school's Student Technology Leadership Program must be state-recognized.

• The school must submit an electronic scrapbook illustrating its progress toward meeting STLP goals and describing the processes used to recruit students and increase community awareness of the program.

• The scrapbook must describe how STLP students train others in technology and assist the school with technology and classroom instruction. It also must present a vision of future STLP projects.

• The school's students must have represented STLP in a local public forum or at a district, state or national event.

STLP Gold Schools 2000
Allen County - James Bazzell Middle
Barren County - Red Cross Elementary; Temple Hill Elementary
Bullitt County - Bernheim Middle
Campbell County High
Carter County - West Carter High
Covington - Latonia Elementary; Ninth District Elementary
Hardin County - Upton Elementary; Western Elementary
Harrison County Area Technology Center
Jefferson County - Young Elementary
Jessamine County - West Jessamine Middle
Kenton County - Piner Elementary; White's Tower Elementary
Madison County - Foley Middle; Silver Creek Elementary; Madison Southern High
Mason County Middle
Nicholas County High
Pendleton County - Northern Elementary
Pike County - Belfrey High

STLP Silver Schools 2000
Barren County High
East Calloway Elementary
First District, Covington
Graves County High
Southern Elementary, Pendleton County

A Decade of Difference
Education reform in Kentucky reaches its 10-year milestone

April 11, 2000, was the 10th anniversary of the signing of the Kentucky Education Reform Act. To mark the occasion, the Kentucky Department of Education has published a comprehensive report, "Results Matter: A Decade of Difference in Kentucky's Public Schools."

This page and the following three pages present a sample of the information included in that 100-page report.

**A Brief History
of Education Reform**

From the 1950s through the 1980s, Kentucky made several significant attempts to improve the quality of its public schools. Despite those efforts, Kentucky in the mid-1980s still ranked at or near the bottom nationally in most measures of education quality.

In 1985, 66 of Kentucky's economically poorer school districts formed an organization, the Council for Better Education. The council's basic position was that every child deserves an opportunity to learn and that an expectation of equal results should entail equal resources. In 1989, the 66 districts prevailed in their quest for fundamental fairness. The Kentucky Supreme Court, in a history-making decision, concluded that Kentucky's education system was unconstitutional.

"Each child, every child, in this Commonwealth must be provided with an equal opportunity to have an adequate education," the court declared. The court charged the General Assembly with responsibility for ensuring that such a system existed.

The 1990 General Assembly responded aggressively to the challenge. After 10 months of public hearings and meetings with national experts, the General Assembly enacted the Kentucky Education Reform Act of 1990. Gov. Wallace Wilkinson signed the act into law on April 11, 1990.

The nation quickly recognized Kentucky's reform initiative as the most comprehensive education package ever conceived by a state. Indeed, the act made major changes in every part of Kentucky's educational system: how schools were financed; how decisions were made and who made them; what kind of learning was expected from students; what kind of performance was expected from teachers, administrators and school boards.

The reform act made school funding more equitable. Kentucky no longer has "rich" and "poor" districts. Education for every child, rich or poor, urban, suburban or rural, is supported by about the same number of dollars.

The new system set the same achievement goals for every Kentucky child and for every Kentucky school. It defined achievement not merely as the ability to memorize stand-alone facts, but to use knowledge to solve problems and to communicate solutions in writing. It replaced multiple-choice tests with comprehensive performance tests that require students to demonstrate what they know and can do.

The new law, recognizing that schools with high proportions of economically disadvantaged students need extra help, provided a preschool program for at-risk children; an extended school services program for students falling behind; family resource and youth services centers to help students and families overcome health and economic barriers to learning.

The reform act instigated a process that resulted in detailed definitions of what students at various grade levels should know and be able to do in each major subject area.

It set goals for schools and tested students to measure how well schools were meeting those goals.

It created school-based decision making councils — typically three teachers, two parents and the principal — and gave the councils the authority to make decisions concerning curriculum, staffing and other matters that affected learning in their building.

For the first time in history, Kentucky schools had equitable funding, extra help with at-risk children, clear goals for learning and high standards for performance. Kentucky's new system of public education recognized that results matter — that the single most important measure of a school's quality is how much its students know and are able to do.

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The print edition of the report is available free of charge from the Department of Education Bookstore. The supply of free copies is limited. To request a copy, phone Windy Newton at (502) 564-3421; send e-mail to *wnewton@kde.state.ky.us*; or write to KDE Bookstore, 19th Floor, Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601. The report is also available free of charge on the Internet. Go to *www.kde.state.ky.us*.
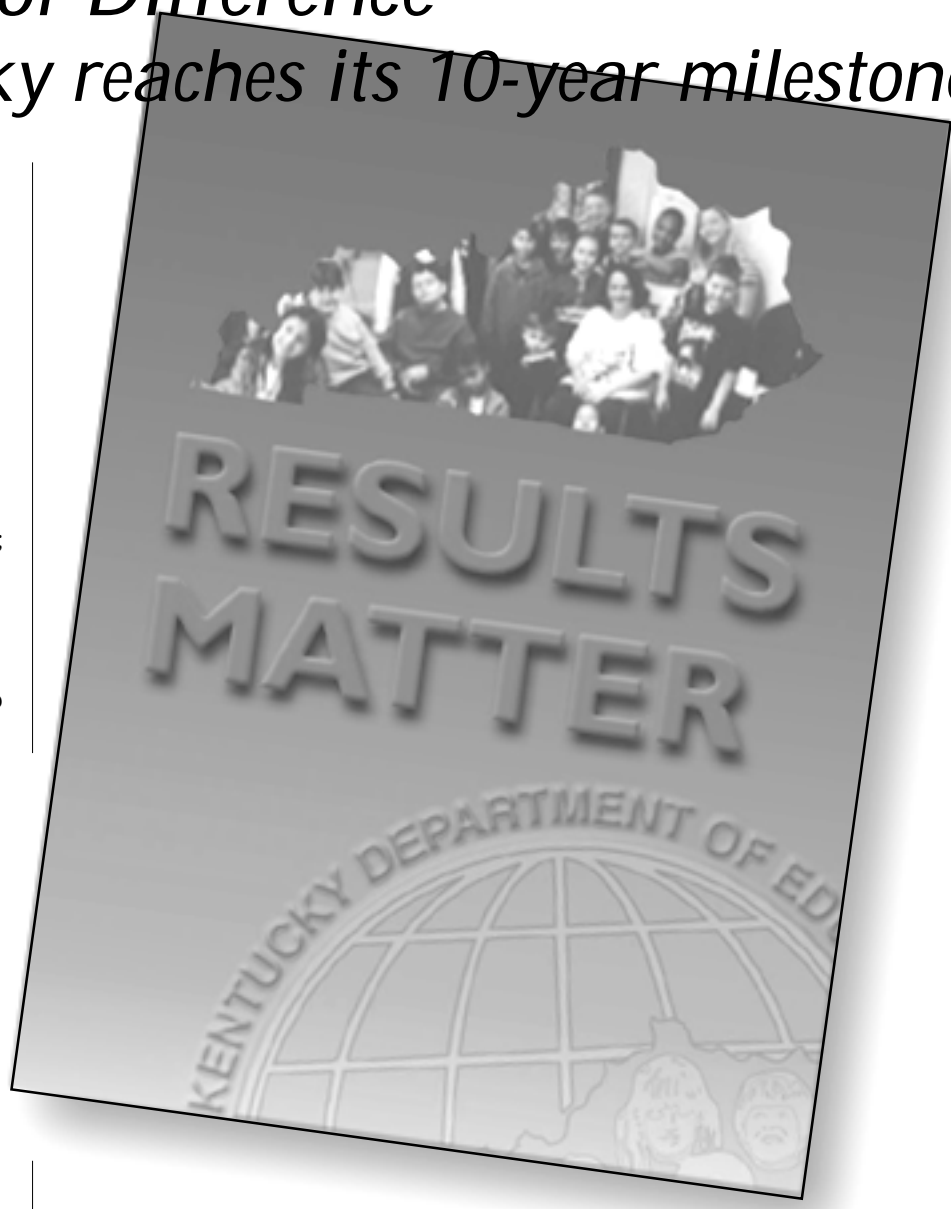
Report From the Field

By Jim Parks
Kentucky Department of Education

Editor's Note: Jim Parks is a career journalist and veteran Department of Education media spokesman. His assignment for the department's observation of the 10th anniversary of the signing of the Kentucky Education Reform Act of 1990: Visit 12 schools that have posted high student scores on Kentucky's accountability tests, and find out what makes these schools successful. In this commentary, Parks reflects on those visits and his own perceptions.

I visited 12 schools with outstanding test scores, including some that had exceeded 100 in one or more subjects. I basically asked what these schools had done to get results and what aspect of reform was most important.

At every school I visited, "core content" (outlined in the document "Kentucky's Core Content for Assessment") was the number one priority. Teachers said things like "Core Content saved reform," and "Core Content is my bible." They also think "Core Content for Assessment" is a sound educational document. A veteran high school science teacher in Pikeville said she was initially reluctant to focus on core content because it was so much less than what she had traditionally taught. But she tried it (partially, she said, because she would have nearly all the same students in another science class the following year and could repair the damage). The result: "That group learned more science than any I had ever had." She's now evangelical about "less is more."

I must have heard the term "focus" 500 times in my conversations. Both principals and teachers used it repeatedly. From what I heard and saw, they are focused, first on core content, second on teaching the core content well and third on whether kids are learning.

Of all the major parts of reform, the one cited most often as having a real impact on achievement was extended school services. All but a couple of the schools have their programs set up essentially the same way. They have after-school tutoring a

couple of days a week; they identify kids needing extra help weekly; they provide transportation.

A few educators said family resource and youth services centers were important; only one or two brought up school-based decision making as important to student success. (They liked the teacher and parent input but didn't relate it directly to academic performance.) A few cited equity money as important, but some of the 12 schools had received modest benefit.

Curiously, none volunteered much about professional development, but when I asked, it was clear they had used professional development effectively to support the core content focus. It was almost as if they take good professional development for granted now.

A few cited technology, but it was fairly clear that most are searching for ways to use it effectively.

Other consistent factors at these 12 schools:

• an early and persistent focus on writing throughout the school;

• the regular and routine use of open-response questions in all subjects and classes;

• excellent principals;

• strong district support.

Compared to my school visits in the 1992-94 period, this time I heard nobody complaining or blaming. All have great teachers, good kids and supportive parents. They think 100 on the index is achievable. Maybe they are just too busy being successful to be negative.

Overall, in these schools, reform is working the way it was supposed to work.

Schools Visited and Profiled in the 10th Anniversary Report

Bowen Elementary (Powell County — see Page 10)
Brodhead Elementary (Rockcastle County)
Western Elementary (Anderson County)
West Louisville Elementary (Daviess County)
Audubon Traditional Elementary (Jefferson County)
Murray (Independent) Middle
Highlands Middle (Fort Thomas Independent)
Oldham County Middle
McLean County Middle
Ludlow (Independent) High
Lafayette High (Fayette County)
Pikeville (Independent) High

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the goal of 100 set for the year 2014 — answer the obvious question: 'How did they do it?'

Different Kinds of Schools, Different Kinds of Students, Similar Good Results

12 schools listed on Page 8 vary greatly geography and demography. They serve different kinds s. Yet they get lts: outstanding ate core content

Perhaps the an- at least in part, of shared char-

g leaders — and teachers are intensely focused on teach- ntent effectively.

mwork — People in these schools work to-

> *What sets these schools apart from others is their intense focus on results. Everything else flows from that. Once they decide what they want their results to be, they go to work as teams figuring out how to get those results.*

gether as teams on everything. They plan as teams, they make schoolwide and sometimes districtwide decisions as teams, and they teach in teams. They have vertical teams and horizontal teams. There is much consultation, give and take, and sharing. They share materials and ideas, power and responsibility.

• **High standards and expectations for every child** — They accept no excuses and cut little slack. They expect high achievement. "Apprentice work is not ac-

ceptable," said a teacher in a rural middle school.

• **A "just do it" work ethic** — One principal calls it the "shoe leather" method. Teachers and staff are committed to getting the job done. There is an emphasis on student homework — "correctly done," one teacher stipulates.

• **Risk taking** — They are not afraid to try new things or to abandon new approaches when they fail.

• **Attention to detail** — Whether it is the attendance rate, scuff marks on the floor or undone homework, the people in these schools are on top of it *now*. They are quick to identify students who need extra help and just as quick to provide it.

• **Positivism** — To hear the people at these schools tell it, all of the teachers are great, all of the students are "good kids," all of the parents are supportive. Objectively, those claims are hard to prove. But the positive attitude about colleagues, students and community is unmistakable.

• **Competitiveness** — Yes, these schools and the people in them are competitive — in academics as well as athletics and other extracurricular activities. The educators want to be the best, and they want their students to be the best. They set goals, and they work constantly on their weaknesses. The various pieces of reform have had varied impacts on these schools. Some benefited significantly from the equity provisions of the new school finance formula; others did not. Some have family resource or youth services centers; others don't. Technology has been deployed at varying rates within these schools, and the schools use technology in ways that differ significantly from one school to the other. Professional development strategies varied, but all the schools used the new professional development funds to focus on achieving academic goals. Nearly all praised extended school services, the program that provides extra help to struggling students, as an important factor in their success.

What sets these schools apart is their intense focus on results. Everything else flows from that. Once they decide what they want their results to be, they go to work as teams figuring out how to get those results. That's where all the variations in approach come in, but in every case the goal remains the same: high levels of achievement for every student.

Photo by Rick McComb

one Chambers has reason to smile! She is a student at Jefferson County's Audubon Traditional Elementary, of 12 successful schools featured in "Results Matter: A Decade of Difference in Kentucky's Public Schools."

A Decade of Difference at Bowen Elementary

Powell County school succeeds by focusing on core content, learning goals, professional development and caring

By Jim Parks
Kentucky Department of Education

Editor's Note: Bowen Elementary is one of 12 schools profiled in "Results Matter: A Decade of Difference in Kentucky's Public Schools." These 12 schools are examples of successes happening in many schools — and inspiration for schools still looking for the keys to future success.

The people who work at Bowen Elementary School in Powell County have students performing at very high levels on state tests of academic achievement. What's behind the success? It's not wealth or educational achievement of the students' parents. More than half the students qualify for free or reduced-priced lunches. Most of the employed parents work in factories an hour or so west toward Lexington.

Educators at Bowen attribute the success to a focus on curriculum and professional development in academic content areas. From the beginning of reform, the district supported professional development of teachers as a key to success. The district brought in a science consultant to work on the science curriculum with all the science teachers in the district. Then it brought in a mathematics consultant. In 1999, social studies was the districtwide priority.

In the meantime, teachers were free to pursue professional development opportunities on their own. "If our professional development was bad, it was our own fault, because we chose it," said Bowen science teacher Jennifer Francis.

The school also did a lot of in-house professional development. On professional development days, the faculty met to analyze the state learning goals, academic expectations, core content and the program of studies, plus the test scores of their students.

As a result, these educators focused their work on learning goals for students and gaps in their teaching. They set goals and established priorities. They shifted their strategy from teachers lecturing to students doing.

In the first few years after the reform act was passed, Bowen was doing well. The new state finance formula gave Bowen more money for supplies; for extended school services to give extra help to the students who needed it; for professional development; for family resource centers to help families deal with social problems; for a preschool program to help students at risk; and for technology.

The Kentucky Education Reform Act of 1990 brought these new resources to Bowen. The school used them well, and its test scores went up.

Then one year, scores dipped. "It was kind of personal," said Sherrie Jones, the 4th-grade language arts teacher. Jones had been a Reform Act sort of teacher all along, a veteran embracing the challenges and focused on the learning of her students. She also thought she was a good writer and a good writing teacher — until reform came along with a focus on audience, purpose and voice. Jones had to learn writing and the teaching of writing all over again. She adapted; she taught writing and reading the new way, and her students' scores went up.

Most importantly, Jones didn't panic. She looked at the Core Content for Assessment, the learning standards. The next year, she focused more on core content, covering fewer topics but in much more depth. Student performance bounced back.

Francis, the science teacher, began teaching in 1992, the first year of the new state school accountability tests. The test questions required higher levels of learning than traditional tests.

"One of the biggest things I've learned: Kids will do what you expect," she said.

As a result of higher expectations at Bowen, 3rd-grade mathematics textbooks are now used with 2nd- graders. Also, Jones said she can begin working with her 4th-graders on reading and writing at a higher level because they come to her much better prepared as a result of primary school.

First-year principal G.G. Short, formerly a 4th-grade teacher at Bowen, explains the school's success this way: "We have really good kids. They're motivated." Much of that motivation comes from the professionals in the school. They have made attendance — already good — a priority. Their strategy is not to crack down on truancy but to prevent it.

"What you're doing in the classroom is what makes them want to come," Short said. "You can feel the caring in this building. We have a real team."

The teamwork, caring and focus on learning got Bowen up to 80 on the state's performance index in 1999, making it one of the top dozen elementary performers in the state. In three subjects, reading, writing and mathematics, the scores were nearly at 90, just a few points away from the score of 100 set by the state for the year 2104.

Photo by Rick McComb

Stevie Rogers listens to her teacher, Teresa Brock, at Bowen Elementary in Powell County. Bowen's faculty and staff, including teacher Jennifer Francis (top of page), attribute the school's academic success to a focus on curriculum and professional development in academic content areas.

Cyber instruction puts teachers at new frontier of education

By Faun S. Fishback
Kentucky Department of Education

Kentucky-certified secondary teachers have the opportunity to enter an exciting new frontier of instruction with the Kentucky Virtual High School (KVHS), the statewide educational service that delivers high school courses and online learning opportunities to Kentucky students.

Just one semester old, KVHS is responding to district needs and broadening its focus to include general, advanced and AP courses. As a result, KVHS needs more teachers, especially in arts and humanities, to help provide instruction.

Retired Fayette County teacher Kitty Stephens teaches U.S. History at the KVHS. "It's an exciting venture," said Stephens. Nancy Sterniak, a former Henderson County teacher, teaches Spanish at KVHS from her home in Pennsylvania. Both are enthusiastic about the virtual tools available to KVHS "cyber teachers." Teachers are trained to use tools that allow them to personalize the coursework and enhance communication between them and their students. "E-mail is vital," Stephens said. She also likes the tools that allow teachers to monitor when a student does course work and how long the student takes to complete online assignments, as well as the access teachers have to student journals and notebooks.

Sterniak uses video, audio and text files with her Spanish class. She posts notes and assignments on the class message board and uses e-mail teams for collaborative student work. "Threaded online discussions allow for richer, more thoughtful exploration of subject matter than what often occurs in the face-to-face classroom," Sterniak said.

Teachers in several school districts are piloting the use of the KVHS tools in their "real time" classes. Pike County and Pikeville Independent high school teachers use KVHS tools to enhance classroom instruction in art, history and Spanish by posting assignments, test questions and threaded discussion topics on the Internet. (See future issues of *Kentucky Teacher* for more about this KVHS spring semester pilot project.)

KVHS teachers are using courses prepared by Class.com and eCollege.com that have been reviewed for alignment to Kentucky's program of studies and core content. Stephens is modifying the history course she uses to meet the needs of students at the Fayette County Family Care Center. She plans to develop an AP history course. Other Kentucky teachers are developing courses for KVHS so that more course offerings will have been designed by Kentucky teachers for Kentucky students.

The KVHS faculty for the spring semester averages 16 years of teaching experience. "There are only three re- tired teachers on the faculty," said Stephens. "The rest are full-time classroom teachers."

For more information on becoming a KVHS teacher, visit the KVHS Web site at *www.kvhs.org* or contact Terri DeYong by e-mail on the KETS global list or at *tdeyong@kde. state.ky.us*.

Summer and fall courses offered

KVHS is offering a variety of courses during its first summer session. More than 15 courses, including English literature, English as a second language, chemistry, study skills, Spanish, geometry, oceanography and health, will be available this summer.

KVHS staff member Bob Fortney said planners developed the summer session with specific students in mind: those who cannot get certain classes during their regular school year or graduating seniors who need a specific class before college. Summer school students who do not qualify for extended school services may be able to take a KVHS course for summer enrichment.

The registration deadline for the summer session is June 13. Courses open June 12 and close Aug. 4.

Registration for the KVHS fall semester opens in mid-April and closes Sept. 8. Complete course schedules are available by going to the KVHS Web site at *www.kvhs.org* and clicking on "Course Schedule."

Students interested in taking KVHS courses need to talk with their school counselors. Policies about who can take KVHS classes are the responsibility of each district. Courses cost $300 per half-credit class.

Photo by Rick McComb

Taryn Darnell and Jeremy Coats use Kentucky Virtual High School resources in the regular classroom at Pikeville High School. Their art teacher, Paula Smith, is one of several educators in Pikeville and Pike County who are piloting the use of KVHS tools to enhance daily classroom instruction.

McAuliffe Fellowship gives teacher new perspectives and opportunities

By Faun S. Fishback
Kentucky Department of Education

A one-semester sabbatical from teaching 5th- and 6th-grade science at the J. Graham Brown School was not something Robin Lipsey would have sought on her own. "You get your energy from the kids," she explained about her love of being in the classroom.

But when the school's principal, Ron Freeman, encouraged her last year to apply for the Christa McAuliffe Fellowship, she did. The 1999 fellowship called for applicants who were willing to serve as a resource coordinator for summer teachers' academies in middle school science or social studies. The fellow would work one semester with the Kentucky Department of Education preparing for the academies and part of the summer working with teachers and other educators in academy sessions.

Lipsey won the fellowship and came to work at the department in March. Both she and Freeman see her assignment as an opportunity to spread the word about a strategy they believe in: using student work to improve teaching effectiveness and increase student achievement. They use this system at the Brown School, a P-12 Jefferson County magnet school; they know it can work.

"Looking at student work has changed our instruction," Lipsey said, "and it works in changing student performance." Faculty teams in any configuration (by content areas, grade levels, common planning periods) get together at the Brown School and focus their attention on pieces of student work. The teams examine the work for strengths and weaknesses.

About Robin Lipsey

School: 5th- and 6th-grade science at J. Graham Brown (Jefferson County)
Years teaching: 22 years
Degrees: Bachelor's degree from University of Louisville (elementary education); master's degree from Western Kentucky University (elementary guidance and counseling)
Memberships: Jefferson County Teachers Association, Kentucky Education Association, National School Reform Faculty
Professional activities: Trainer for Coalition of Essential Schools and Annenburg Foundation; presenter on standards-based science teaching, Edna McConnell-Clark Foundation; trainer for Chemicals, Health, Environment and Me (CHEM) program
Awards: 1999 Christa McAuliffe Fellow for Kentucky; 1998 Kentucky Honoree for AZTEC, an association of zoo and science centers

Photo by Rick McComb

Then, using any of about 50 protocols, they devise plans on how the lessons could be better taught to the individual students. Working together, Lipsey said, teachers are able to share ideas and help each other take their students to higher levels of learning.

At this summer's academies, master teachers and university professors will help teachers increase the depth of their content knowledge. Because the academy agendas were already set before Lipsey began working with the department, she hopes to present the system of looking at student work to academy participants during one of the two follow-up sessions they will attend during the next school year.

Working with the regional service center content consultants who are coordinating the teacher academies has been a good experience, Lipsey said. "Teachers need to know what a resource the regional content staff are," she explained. "These regional consultants want to meet teachers' needs."

As Kentucky's Christa McAuliffe Fellow, Lipsey also will be working with teachers throughout the state for the remainder of this school year. In April, she will show reading teachers how to look at student work and develop teaching and learning plans of action. She also will work with a group of teachers on writing open-response questions.

"We have incredible teachers in Kentucky," she said. "Kentucky teachers really do believe all children can learn. They just need to be given the tools, time and training to make it happen. There are many things going on in the state that offer training opportunities for teachers."

Lipsey thinks working at the state level has been an invaluable chapter in her professional life. "I saw the pieces of education reform, but I never saw the big picture. If I did see it, it was at the 5th- and 6th-grade level," she said. "Now I know the big picture and how it fits together — core content, program of studies, professional development. And now I know where to get help."

Contact Robin Lipsey at (502) 564-9850 or *rlipsey@ kde.state.ky.us* (or through the KETS global e-mail list) for more information about the teacher academies or using student work to plan instruction.

Christa McAuliffe 2000
For application information about this year's Christa McAuliffe Fellowship program...
- watch the Department of Education's Web site, *www.kde.state.ky.us*;
- check with your school district superintendent.

A student interviews one of the craft demonstrators at last year's Kentucky Folklife Festival.

Photo by Rick McComb

Now's the time to register for Folklife Festival 2000

The Kentucky Folklife Program invites teachers to register student groups for the Kentucky Folklife Festival, Sept. 28-30 in downtown Frankfort. Presented by the Kentucky Historical Society and the Kentucky Arts Council, this year's event will be the fourth annual celebration of the state's cultural heritage. Programming on Sept. 28 and 29 features a variety of educational activities designed for students.

The festival will showcase music, crafts, food and occupational traditions from all areas of the state, with special emphasis on the culture along Highway 23, Kentucky's Country Music Highway. The festival will also highlight the urban traditions of Louisville, Lexington and Northern Kentucky. Students will learn by talking with artists and demonstrators, tasting regional cuisine, observing ethnic dance traditions and listening to music of diverse styles. Hands-on activities will take place throughout the festival.

Registration will be handled on a first come, first served basis, with priority given to school groups on the 1999 Festival waiting list and to requests received before June 1, 2000. To receive a registration form, contact Joyce Miller at (502) 564-1792 (ext. 4491) or *joycea.miller@mail.state.ky.us*.

Talk to us!

Teachers: *Kentucky Teacher* wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

E-mail *kyteach@kde.state.ky.us*

Phone (502) 564-3421 or (800) 533-5372 (toll free in Kentucky)

Fax (502) 564-6470

Write *Kentucky Teacher*
1914 Capital Plaza Tower
500 Mero St.
Frankfort, KY 40601

More children now eligible for free health insurance

Kentucky children whose families make too much money to qualify for Medicaid but too little to pay for health care may now qualify for health care coverage at no cost to their families.

The Kentucky Children's Health Insurance Program — KCHIP — now has an income limit of 200 percent of federal poverty levels. Because of recent increases in those levels, a family can now earn more money and still qualify for KCHIP. Children in a family of four, for example, may now qualify if the family's gross annual income is $34,100; the new maximum for a family of six is $45,700.

KCHIP covers the cost of health care services to children from birth until their 19th birthdays at no cost to qualifying families. "By providing health insurance, we hope to help Kentucky's children reach their full potential," said Doris D. Goldstein, supervisor of KCHIP eligibility and outreach. "That is a goal we share with teachers."

Goldstein said KCHIP has enrolled more than 36,000 children and estimated that 100,000 more children are eligible. She encourages teachers to notify family resource or youth services centers of students whose families might need and qualify for KCHIP insurance. Teachers in schools not served by centers can refer parents to county health departments for KCHIP information and applications.

For more information, call the KCHIP toll-free number, (877) KCHIP-18; call the toll-free line for people with hearing impairments, (877) KCHIP-19; send e-mail to outreach coordinator Kevin Skeeters at *kevin.skeeters@mail.state.ky.us*; or visit the KCHIP Web site at *http://cfc-chs .chr.state.ky.us/chs/kchip/kchip.htm*.

Partnership and sponsors garner national acclaim

The Partnership for Kentucky Schools and its three founding corporate sponsors — United Parcel Service, Ashland Inc. and Humana — have received national acclaim for work during the 1990s in support of education and education reform in Kentucky.

They are the recipients of the Leaders for Change Decade Award, presented this year for the first time by the Council for Aid to Education. In presentation remarks, the council said that the Partnership's work "clearly demonstrated the positive, sustained effect that corporate America can have on education."

The Partnership for Kentucky Schools, a nonpartisan coalition of state business, education and government leaders, has worked since 1991 to help the public understand the importance of education reform, support the work of teachers, and guide businesses in their involvement in schools.

The Council for Aid to Education is an independent subsidiary of RAND, a nonprofit institution that helps improve policy and decision making through research and analysis. The council works to improve education in partnership with the U.S. business community.

For more information about the Partnership, call (859) 455-9595, visit the Internet at *www.pfks.org*, or send e-mail to *admin@pfks.org*.

E-Source Center offers equity resources '24-7'

Kentucky educators now have access to more than 400 resources on equity issues 24 hours a day, seven days a week.

The Kentucky Department of Education's new E-Source Center includes video and audio tapes, curriculum guides, professional development tools and reading and research materials. Materials address gender and cultural sensitivity, disability, violence prevention and civil and human rights issues.

The site is searchable and offers a page of Web links to other equity reference and information resources. Users may print out documents or complete an online form to have materials mailed to them on loan.

Kay King, an English teacher in Boyd County, says she likes the new service. "It's fast and efficient, only an e-mail away," she said. "The resources are excellent and much needed. Our schools couldn't possibly spend the funds to purchase all of these videos."

Deann Stivers Allen, instructional supervisor with the Clay County schools, used materials from E-Source to develop staff training on equity. "The materials arrived quickly. I was able to preview materials to see if I needed to purchase them or just read and take notes on the book without purchasing the book for a one-time use," she said. "This is a service I will use again."

The Web address for the E-Source Center is *www.kde.state .ky.us/ohre/equity*. Once on the Equity home page, click on E-Source Center. For technical assistance with the site, contact Corlia Logsdon by phone at (502) 564-2703 or send e-mail to her via the KETS global listing or to *clogsdon@kde.state.ky.us*.

For information about subjects, resource availability or the database, call Jean McComb in the Division of Equity at (502) 564-2703 or send e-mail to *jmccomb@kde.state.ky.us*.

IN GOOD HANDS — Science teacher Jennifer Francis gestures during a lesson at Bowen Elementary in Powell County. The school, one of the 12 top performers on state core content tests, is close to reform's goal of 100 in three subjects. For more information about the school's success, see Page 10.

New tool available to primary educators

A new tool is available to help administrators, teachers, parents and others improve education at the primary level. "Primary 2000" combines new information with updates of existing documents. It covers virtually every aspect of the primary program, from the program's philosophy to instructional practices.

"Primary teachers, instructional leaders, local school boards and school councils can now turn to this one document for help in updating school policies and making instruction and implementation decisions," said Michael Miller, manager of the Kentucky Department of Education's Early Childhood Branch.

Regional primary consultants and the department's staff are using "Primary 2000" in their work with schools and districts. Primary specialists at each regional service center can assist schools in using this new tool and locating other resources.

The department has sent copies of "Primary 2000" to public school district superintendents and all public elementary school principals. The document is also available on the primary education page of the Department of Education's Web site. Go to *www.kde.state.ky.us* and select "Primary" in the drop-down menu, or go to *www.kde.state.ky.us/osle/extend/primary/p2000.asp.*

For more information on primary resources, call Michael Miller at (502) 564-3064 or (502) 564-7056, or send an e-mail message to him through the KETS global list or to *mjmiller@kde.state.ky.us.*

Middle-grades schools receive violence-prevention videos

Kentucky schools with middle-grades students will soon have some new resources on violence prevention and school safety. Two videos, "In a Flash" and "Fitting In," are on their way to all middle-grades principals.

The Kentucky Center for School Safety and Kentucky Crime Prevention Coalition have joined with the National Emergency Medicine Association to provide the video programs. The Center plans to have the videos in the mail to all public and nonpublic schools with middle grades by mid-April.

"In A Flash" takes a no-nonsense look at what guns can do to both victims and their families. Designed primarily for preteen and early teenage students, the video does not take a position on guns but provides a realistic look at gun issues and gun safety. It illustrates the often-tragic consequences of gun violence and offers practical advice about resolving conflicts and avoiding dangerous situations. According to the Kentucky Center for School Safety, thousands of schools and many police departments throughout the nation use this video in their violence prevention efforts.

"Fitting In" looks at peer pressure from the student perspective. The video guides students to an understanding of the problems associated with choices based on acceptance by others. The entire script encourages students to explore a question: "How much of yourself are you willing to give up to be accepted?" A series of vignettes prompt discussion.

The videos are also available free of charge to elementary and high schools that request them. Contact Doris Settles at the Center for School Safety, phone (859) 257-9105 or toll free (877) 805-4277; fax (859) 257-1325; e-mail *ddsettl@pop.uky.edu*. Information about the center and its violence prevention resources is posted on the center's Web site at *www.kysafeschools.org/*.

THE Bulletin Board

By Lisa York Gross
Kentucky Department of Education

Make the past exciting for students!

Looking for a way to make Kentucky history come alive in your classroom? Consider getting students involved in the Kentucky Junior Historical Society. This statewide organization has encouraged Kentucky students in primary through grade 12 to become active participants in local and state historical activities since 1962. Membership dues are $3 per student. Benefits include free admission to state historic sites and a student magazine.

Members come together each spring at the Kentucky History Center in Frankfort to showcase their work in categories such as art, research paper, photography and oral history. Now is the time to get information on starting a club for the 2000-01 school year.

CONTACT: Rebecca Hanly, Kentucky Historical Society, 100 West Broadway, Frankfort, KY 40601; (502) 564-1792 or (877) 444-7867; *rebecca.hanly@mail.state.ky.us*

Early childhood summer conference set for June 19-21

The 14th annual early childhood summer conference, "Looking to the Future, Learning from the Past," is set for June 19-21 at the Galt House East in Louisville. The focus of the conference, designed for preschool and primary teachers, will be language and literacy development in young children. Sponsors are the Kentucky Early Childhood Regional Training Centers, the Kentucky Department of Education, Kentucky Even Start/Family Literacy and the Office of Family Resource/Youth Services Centers in the Cabinet for Families and Children.

The registration deadline is May 31. Details and registration forms are available at *www.kde.state.ky.us/osle/extend/preschool/conf2000.asp*.

CONTACT: Karen Chapman, Berea Early Childhood Regional Training Center; (800) 343-2959; *kchapman@berea.k12.ky.us*

Vocational-technical conference scheduled

The 2000 Kentucky Tech Prep/School-to-Work/High Schools That Work/School to Careers/Vocational-Technical Conference is set for July 25-27 in Louisville. "Educate, Empower, Employ in the Information Age" is the theme. Dozens of sessions and workshops in five locations will be focused on the link between vocational-technical education and real-world applications.

Presenters will include Kentucky public school teachers and administrators, higher education representatives, vocational education representatives, business people and state agency representatives.

Sponsors for the annual event are the Kentucky Department of Education, the Workforce Development Cabinet's Department of Technical Education, the Kentucky Community and Technical College System, the Kentucky Office of School-to-Work and the Kentucky Association for Career and Technical Education.

Details are posted at *www.kde.state.ky.us/osis/voced/default.asp*.

Time is now to register for KSD summer program

The Kentucky School for the Deaf will host "DEAF: Discovery, Experience, Adventure, Fun," July 9-21 on the school's campus in Danville. The summer program is free of charge to Kentucky K-8 students who are deaf or hard of hearing.

The program will offer a wide range of activities with an emphasis on using literacy and reading skills in everyday situations. Students may stay on campus all 13 days of the program or go home for the weekend. Evening and weekend social activities will include field trips, swimming, picnics, movies, tee-shirt painting and a "Wacky Summer Olympics."

The program will accept registrations for approximately 70 deaf and hard-of-hearing students from any school district in Kentucky.

CONTACT: Nancy Mann, (859) 239-7017, extension 2223 (voice/TTY); *nmann@ksd.k12.ky.us*

New school technology funding directory available

The 1999-2000 School Technology Funding Directory is a one-stop reference for finding more than $30 billion in grant opportunities offered by private, community and corporate foundations. The directory includes names and addresses and application information plus tips from past winners of education grants.

For details, send your name, title, organization and address by mail to eSchool News, Dept. STFD, 7920 Norfolk Ave., Suite 900, Bethesda, MD 20814; by e-mail to flowers@eschoolnews.org; by phone at (800) 394-0115; or through the Internet at *www.eschoolnews.org/pubs/stfd_about.html*.

Kentucky Teacher

Kentucky Teacher

APRIL 2000

Photo by Rick McComb

INTENT ON LEARNING — Shea Douglas pays rapt attention during a precalculus class at Lafayette High School in Fayette County.

"Compared to my school visits in the 1992-94 period, this time I heard nobody complaining or blaming. … They think 100 on the index is achievable. Maybe they are just too busy being successful to be negative."

Jim Parks, veteran observer and reporter of education issues for the Kentucky Department of Education, on his recent visits to 12 highly successful public schools to identify common practices leading to success. See his comments and more about the first 10 years of education reform on Pages 7-10.